



Additional Assessment Materials

Summer 2021

Pearson Edexcel GCE A Level in Politics
Papers 9PL0/01 & 9PL0/02 Combined

Resource Set 1

UK Politics & Government:
Source Evaluation

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Additional Assessment Materials, Summer 2021

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General guidance to Additional Assessment Materials for use in 2021

Context

- Additional Assessment Materials are being produced for GCSE, AS and A levels (with the exception of Art and Design).
- The Additional Assessment materials presented in this booklet are an **optional** part of the range of evidence you may use when deciding on a candidate's grade.
- 2021 Additional Assessment Materials have been drawn from previous examination materials, namely past papers.
- Additional Assessment Materials have come from past papers both published (those materials available publicly) and unpublished (those currently under padlock to our centres) presented in a different format to allow you to adapt them to use with your candidates.

Purpose

- The purpose of this resource to provide qualification-specific sets/groups of questions covering the knowledge, skills and understanding relevant to this Pearson qualification.
- This document should be used in conjunction with the mapping guidance which will map content and/or skills covered within each set of questions. The mapping guidance will also highlight where the question originally came from to allow you to access further support materials (mark schemes, examiner reports).
- Use of these assessment materials will assist you in assessing candidates' current performance in areas not assessed elsewhere. Their use will also provide an extra opportunity for candidates to demonstrate their performance at the end of their course of study.
- Specific guidance relating to this selection of material for this subject is detailed below.
- These materials are only intended to support the summer 2021 series.

Subject Specific Guidance

Indicative content in the mark schemes reproduced was reflective of current affairs at the time of the original examination and has not been updated; some limited updating by centres may be appropriate. Contemporary information which is relevant to the question must be rewarded.

9PL0: UK Politics & Government: Source Evaluation
Paper 9PL0 01, Section A: Political Participation
Sample Assessment Materials

SECTION A: POLITICAL PARTICIPATION

Answer ONE question from EITHER Question 1(a) on page 2 OR Question 1(b) on page 3 and then answer ONE question from EITHER Question 2(a) OR Question 2(b) on page 11.

EITHER

- 1** (a) *This source is adapted from a report produced in 2014 by The University of London Constitutional unit, called 'Is Britain Facing a Crisis of Democracy?' The report was based on a four-year research project on this issue.*

'On certain measures, Britain does, indeed, appear to be facing something of a participation crisis in its political system. Levels of trust in government and confidence in the political system are lower than they were little more than a decade ago. Electoral turnout has fallen sharply, most noticeably at the 2001 general election. Meanwhile, the introduction of new political institutions since 1997, designed in part to restore people's trust and confidence, appears to have had little impact.

On the other hand, people do not seem more disengaged from the political system. Participation outside the ballot box has increased somewhat over the last fifteen or so years. Levels of political interest have not fallen, and people remain confident in their own ability to engage with the political process and to believe in the importance of voting at elections.

Perhaps the most reassuring evidence from our research is that which suggests the decline in trust and turnout is not due to long-term social forces, but to short-term political ones. The most plausible explanation for the decline in trust is the public reaction to allegations of misconduct and 'sleaze' on the part of politicians.

These conclusions suggest that the remedies for any 'crisis' largely lie in the hands of politicians themselves. Trust is acquired when words and actions accord with one another. And only a closely fought and clear competition between the parties appears to prompt many citizens to cast their vote. Meanwhile constitutional change should not be regarded as a quick fix. However it would be wise to look to measures to both reform and improve democracy in the UK. Hence, British democracy – and especially its politicians – certainly face a 'challenge'. But talk of a 'crisis' is premature.'

(Source: by Catherine Bromley, John Curtice, and Ben Seyd – <https://www.ucl.ac.uk/spp/publications/unit-publications/112.pdf>)

Using the source, evaluate the view that UK democracy is in crisis.

In your response you must:

- *compare and contrast the different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

Do not answer Question 1(b) if you have answered Question 1(a)

OR

- 1** (b) *This source is adapted from information on the Parliament website about the party system and information on the 'Vice magazine' UK website focused on minority parties.*

The party system

Political parties have existed in one form or another since at least the 18th century, they are an essential element of UK politics. Since the Second World War, all the Governments in the UK have been formed by either the Labour Party or the Conservative Party. This did differ in 2010 when the Conservatives and Liberal Democrats formed a coalition government. The major parties capture the main issues of the day and present choice. Furthermore, the current electoral system favours few parties in the race to govern.

Minority parties

'Minority parties' are those that sit outside the traditional big three (Labour, Conservative and Liberal Democrat Parties) and have had power over Parliament for over a century. A significant shift has taken place in politics in recent years, with more people questioning the 'Establishment of Westminster' and looking to parties like the SNP, Plaid Cymru, the Green Party and UKIP.

In 2015, UKIP and the Greens obtained 5 million votes between them, also the SNP reached 56 seats of the 59 available in Scotland, becoming the third largest party in the House of Commons. Minority parties are enjoying success and recognition. A secure victory is now not the expected norm for either Labour or Conservative Parties, they now have much to fear and much to lose from a range of minority parties who are gaining ground.

The voter has little to choose between when looking to the major parties. In terms of policy, there is little that separates the major parties and all the policy they produce is similar, with battles over style as opposed to substance. By contrast, many of the minority parties present a fresh approach to politics.

(Source: from www.parliament.uk – used under Open Parliament Licence v3.0 and adapted from: The New Wave: Minority Parties – SNP, Plaid Cymru and the Green Party http://www.vice.com/en_uk/video/the-new-wave-minority-parties)

Using the source, evaluate the view that the major parties still remain the dominant force in UK politics.

In your response you must:

- *compare and contrast the different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

(Total for Question 1 = 30 marks)

Mark Scheme

| Guidelines for Marking Source Question |
|--|
| <p>AO1 (10 marks)</p> <p>Marks here relate to knowledge and understanding.</p> <p>When the rubric on the exam paper states that candidates must 'analyse and evaluate only the information presented in the source' it means that candidates should only use points referenced in the source to develop AO2 & AO3.</p> <p>Newly introduced points cannot form the basis for AO2 and AO3 marks.</p> |
| <p>AO2 (10 marks)</p> <p>Candidates should focus their comparison on analysing the different opinions in the source. They should look at the different views that arise from the source and show how these lay the foundations for a judgement.</p> |
| <p>AO3 (10 marks)</p> <p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments based on the source and they should reach a reasoned verdict which comes down on one side throughout their response.</p> |
| <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source</p> |
| <p>Candidates must consider both views in their answers in a balanced way.</p> <p>Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>The judgement a candidate reaches about these views should be reflected throughout their response.</p> <p>Other valid responses are acceptable</p> |

Paper 1: UK Politics mark scheme

Section A: Political participation

| Question number | Indicative content |
|-----------------|---|
| 1(a) | <p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their comparative analysis (AO2) and evaluation (AO3) of the source. AO2 and AO3 require candidates to develop their answers, showing comparative analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.</p> <p>Candidates may demonstrate the following knowledge and understanding from the source and their own knowledge (AO1) in relation to the claim that democracy in the UK may or may not be in crisis:</p> <p>Agreement</p> <ul style="list-style-type: none">• the source shows that UK citizens are not engaging with politics at many levels, with poor engagement and identification with politicians, low turnout and limited awareness of political issues• the source identifies an issue with new constitutional institutions and how they work: devolved assemblies and elected mayors, which use new proportional voting systems, have not delivered greater political engagement of citizens as was hoped• it is clear from the source that trust and faith in politicians has declined: for instance the sleaze allegations and incidents in recent decades has seen politicians from the major parties imprisoned for criminal actions• confidence is falling in politicians and the established parties as they seemed powerless to prevent economic crisis and continued austerity, all undermining citizens' faith in the political process, for example the fact that the three major UK political parties along with the then current Prime Ministers (PMs) and past PMs supported remaining in the European Union (EU) – but still the electorate did not trust that formidable bank of opinion. <p>Disagreement</p> <ul style="list-style-type: none">• the source prompts the view that it is too simplistic to look only at turnout levels to understand political participation: people are still engaged in politics, for instance there is a great deal of political engagement and activity on social media• the source leads to the view that there is a range of other ways in which people can participate in politics: from demonstrating, signing petitions and joining pressure groups. In addition, the growth of other political parties presents more means of participation for citizens• turnout at general elections is on the increase – increasing to 66.1% in 2015, turnout in the June 2016 EU referendum was 72.2% – showing a huge interest in the current political debate• the public outcry after the episodes of sleaze has resulted in tighter controls on politicians' allowances;; reforms such as the Freedom of Information (FOI) requests and an active investigative media are serving to restore trust in politicians. |

| Question number | Indicative content |
|------------------|--|
| 1(a) (contd.) | <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> the lack of participation will serve to fuel a crisis in UK democracy as politicians and institutions will lack legitimacy and accountability (AO2), this creates long-term damage to the political system with generational political inertia (AO3) the 1997 constitutional reforms have not solved the participation crisis and the source makes the suggestion that it is people, not institutions, that need to change (AO2), this view can be reached when we look at the turnout of elections since these reforms, where, despite proportional representation (PR), the turnout level is decreasing, if this continues their legitimacy will be brought into question (AO3) the source states strongly that the major fault is the politicians themselves and the fact that poor behaviour destroys the public's trust and confidence (AO2), there seems a reticence to solve this issue by placing higher moral and professional standards on politicians so that trust returns and that there is confidence in the political system, therefore the crisis is deep rooted and likely to worsen until effective reform is undertaken (AO3) as trust in politicians has declined, confidence in the political system has waned, which undermines the whole process of democracy (AO2), thus it was hoped that trust may be injected with the new institutions mentioned in the source – but these appear to be suffering from the same malaise as the older ones – so these solutions to avoid crisis have not been effective (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> modern technology and a growing social media platform means that new and more direct forms of political engagement and participation can be created (AO2), this means that any crisis can be averted and the decline reversed (AO3). the source leads to a consideration of the current resurgence in political engagement, for example the referendum in 2016 re-energised the political debate in the UK with a high turnout (AO2), this therefore was a rejection of established politics and politicians, as all the main parties and the Government backed the Remain campaign, but the public ignored their advice (AO3) general election turnout did decline in 2001 but has been on the rise since and shows that voters are engaged (AO2), however some view lower levels as an indication of contentment or 'hapathy' or a culture of contentment, not dissatisfaction (AO3) an active media constantly probes and tests the integrity of politicians and political processes, there has been visible redress with politicians being 'punished' for their actions (AO2), this shows that the system has the energy and capability to deal with sleaze and corruption and does not need further reform (AO3). <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> undertake any comparative analysis of the source and/or <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source.</p> <p>Accept any other valid responses.</p> |

| In AO2 and AO3, political information means source. | | |
|---|-------|---|
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

| Question number | Indicative content |
|-----------------|--|
| 1(b) | <p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their comparative analysis (AO2) and evaluation (AO3) of the views in the source. AO2 and AO3 require candidates to develop their answers, showing comparative analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.</p> <p>Candidates may demonstrate the following knowledge and understanding from the source and their own knowledge (AO1) in relation to the claim that major parties are or are not a dominant force:</p> <p>Agreement</p> <ul style="list-style-type: none"> the source leads to the view that it would be difficult to operate our current system of representative democracy without the major political parties, they dominate both the process and ideas of mainstream politics other parties have always existed but the sheer dominance of the major parties ensures their continued supremacy the hard facts of the first past the post electoral system is that smaller parties stand no real chance of getting enough seats to make a difference, for example when the Conservative opposition had their vote radically reduced (1997) they still easily formed the official opposition. A minor party has to get 30% of the vote nationally or have a strong concentration of votes in certain regions (heartlands) to make any impact and this is a formidable task the source draws out that the major parties capture and have polices on all the main issues of the day – from the economy to the environment. This means that minor parties have few unique selling points or different policies for them to stand out. <p>Disagreement</p> <ul style="list-style-type: none"> traditional voting patterns for the major UK parties are changing, with a shift towards minor parties the major parties are now not even attaining a sizeable minority of the eligible vote. They are gaining 100% of the power on the basis of less than a quarter of the votes – this shift shows no sign of reverse in recent elections and calls into question the validity of their mandate and the fairness of the electoral system that gives them power the coalition, which was the outcome of the 2010 election, is now just as likely an outcome at a general election as is single-party government the source shows that the minor parties are becoming an increasingly important feature of UK politics, if not a dominant presence at Westminster. They are significant in regional and local politics and the policy options they present do differ from the major parties. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> major parties operate all the main functions of government at local and national level, they are established and experienced with the infrastructure to dominate the political process (AO2), their capacity to develop new ideas and cover new ground means that they are always evolving to capture the majority of public opinion (AO3) |

| Question number | Indicative content |
|-----------------|--|
| 1(b) (contd) | <ul style="list-style-type: none"> minor parties, such as UKIP will fade away, largely because they are constructed on a single issue and once that issue has been decided they lose their cause to exist. Minor parties tend to have vague policy in other areas not connected to their protest and they do not represent a clear, cohesive political vision (AO2), this shows that only the major parties can offer voters cohesive policies on governing the UK and that minor parties tend to 'come and go' depending on political trends of the time; the major parties are established and permanent (AO3) FPTP system means that major parties have numerous safe seats and heartlands, where other parties cannot have an impact. Minor parties will never dominate Westminster (AO2), therefore the pattern of two-party domination will be likely to continue unless the FPTP voting system is reformed, but there seems little appetite for this (AO3) the major parties command such widespread ground on all policy areas which makes it difficult for the minor parties to appear unique and effective (AO2), history has shown that the large parties will always dominate and that they are there for the long run, whereas minor parties exist only on the fringes and never have a significant impact (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> from the 1970s, fatigue started to affect the popularity of the two main parties, which gave rise in the regions to nationalist parties. The Liberals witnessed a huge surge in support in by-elections. In 2015, as the source says, UKIP increased in popularity at the expense of the major parties (AO2), consequently this trend of support for minor parties is likely to continue, as the electorate has broken away from its normal voting pattern and the political climate allows for this divergence (AO3) no party since before the Second World War has gained at least 50% support from the electorate. In the 1970s the figure dropped to below 40% and continues to fall well below half of all votes cast (AO2), major political parties cannot claim a mandate or legitimacy for the power which they wield (AO3) the major parties can no longer assure themselves that they will take turns in holding power as a hung Parliament is a more likely outcome (AO2), this means that the majority parties may have to broker power with minority parties in order to form a government (AO3) minor parties have made a difference to political policy, for instance the call by UKIP to leave the EU is now government policy. Similarly minor parties control many regional councils and are building up bases of support (AO2), collectively this shows that the minor parties are making policy and electoral progress (AO3). <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> undertake any comparative analysis of the source and/or <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source.</p> <p>Accept any other valid responses.</p> |

| In AO2 and AO3, political information means source. | | |
|---|-------|---|
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

9PL0: UK Politics & Government: Source Evaluation
Paper 9PL0 02, Section A: UK Government
Sample Assessment Materials

SECTION A: UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) on page X OR Question 1(b) on page X and then answer ONE question from EITHER Question 2(a) OR Question 2(b) on page X.

EITHER

- 1** (a) *This source contains adapted extracts from a Political and Constitutional Reform Committee report called 'Do we need a constitutional convention for the UK?' and adapted data from the Office of National Statistics (ONS). The report considered the implications of devolution on the UK, and in particular on England, while the data relates to the number of representatives in each part of the UK.*

- Many witnesses stated that a key issue with a UK-wide constitutional convention was that the people of England, outside of London, are governed by Westminster, with little authority to propose local solutions that benefit their own communities.
 - Some argued that regional government was rejected because the English do not want devolution. However, evidence suggested that the failure of regional government was less because the English do not want devolution but in part because the Government of the day had imposed an arbitrary regional structure, with few or no law-making powers. There is clearly still disagreement on what form devolution would take.
 - Dr Robin Wilson, an academic, suggested that an English Parliament would still not solve the tensions caused by the asymmetrical nature of devolution:
 - I don't think you can solve the English question without regional devolution. If you had an English Parliament it would hugely dominate UK governance, and that doesn't seem to me to be a feasible prospect.
- However, he added that it may be possible to find a model that allowed English local authorities to devolve a range of powers, or not, according to local wishes:
- It is our view that allowing councils to choose, or not choose, devolved powers from a menu of options agreed between Councils in England and Government, would be the preferred option for English devolution.

ONS: Electoral Statistics for UK: 2015

| Part of UK | Electors | MPs | Devolved | Total Representatives | Population per Rep (total inc MPs + devolved) |
|------------------|-------------|-----|-------------------------|-----------------------|---|
| England | 37,399,9000 | 533 | 25 (London Assembly) | 558 | 67,025 |
| Wales | 2,181,800 | 40 | 60 | 100 | 21,818 |
| Scotland | 3,896,900 | 59 | 129 | 188 | 20,729 |
| Northern Ireland | 1,243,400 | 18 | 108 | 126 | 9,799 |

(Source: from www.publications.parliament.uk and www.ons.gov.uk/peoplepopulationandcommunity/elections/electoralregistration/bulletins/electoralstatisticsforuk/2015 – both used under Open Parliament Licence v3.0)

Using the source, evaluate the view that the logical next step after devolution to Scotland, Wales and Northern Ireland is the devolution of further power to England.

In your response you must:

- compare and contrast the different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

(30)

Do not answer Question 1(b) if you have answered Question 1(a)

OR

- 1** (b) *This source contains adapted extracts from a report by the Political and Constitutional Reform Committee called 'The UK Constitution: a summary, with options for reforms'. The report considered a variety of options for future constitutional reform. Also included is a critical commentary on the report, which is an expert viewpoint on the effectiveness of the report.*

CHAIR'S FOREWORD

The Political and Constitutional Reform Select Committee of the House of Commons, has spent the 2010-2015 Parliament looking at the path to possible codification of the United Kingdom's constitution.

THE HOUSE OF LORDS

Possible alternative 1: The Second Chamber shall be subordinate to the First Chamber. It shall have [500] voting members, directly elected to represent in proportion the nations and regions of the United Kingdom. Members shall be elected for a period of [fifteen] years and [shall/shall not] be re-elected

DEVOLVED GOVERNMENT OF THE NATIONS, REGIONS AND LOCALITIES

Possible alternative: The United Kingdom shall operate on the joint basis of union and devolution. Devolution in England shall be to independent local government, which shall be assigned a proportion of national income tax.

THE JUDICIARY

Possible alternative: The judiciary shall have the power to strike down laws that are inconsistent with the Constitution.

BILL OF RIGHTS

Possible alternatives

1: There shall be a Bill of Rights which sets out the rights to be protected and enforced within the United Kingdom.

2: The following rights shall be available to all persons within the United Kingdom. These rights may not be enforced by the courts, but instead shall be principles to guide the work of the Governments and Parliaments of the United Kingdom and of the devolved assemblies.

Critical commentary

The report focuses on options for change without giving sufficient weight to the arguments that significant reform has already been completed, providing a balance between change and continuity. For example, the Human Rights Act allows for a declaration of incompatibility without harming parliamentary sovereignty, whilst the reformed House of Lords retains its traditional non-elected role but with a substantially reduced hereditary element. To argue that more should be done, simply because it could be, fails to respect this appropriate balance.

(Source: taken from www.publications.parliament.uk
– used under Open Parliament Licence v3.0 and critical
commentary adapted by Adam Killea)

Using the source, evaluate the view that Constitutional reforms in the UK since 1997 have been weak, incomplete and require further change.

In your response you must:

- compare and contrast the different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

(30)

(Total for Question 1 = 30 marks)

Mark Scheme

| Guidelines for Marking Source Question |
|--|
| <p>A01 (10 marks)</p> <p>Marks here relate to knowledge and understanding.</p> <p>When the rubric on the exam paper states that candidates must 'analyse and evaluate only the information presented in the source' it means that candidates should only use points referenced in the source to develop AO2 & AO3.</p> <p>Newly introduced points cannot form the basis for AO2 and AO3 marks.</p> |
| <p>A02 (10 marks)</p> <p>Candidates should focus their comparison on analysing the different opinions in the source. They should look at the different views that arise from the source and show how these lay the foundations for a judgement.</p> |
| <p>A03 (10 marks)</p> <p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments based on the source and they should reach a reasoned verdict which comes down on one side throughout their response.</p> |
| <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source</p> |
| <p>Candidates must consider both views in their answers in a balanced way.</p> <p>Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>The judgement a candidate reaches about these views should be reflected throughout their response.</p> <p>Other valid responses are acceptable</p> |

Paper 2: UK Government mark scheme

Section A: UK Government

| Question number | Indicative content |
|-----------------|--|
| 1(a) | <p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their comparative analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing comparative analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that devolution should be extended to England:</p> <p>Agreement</p> <ul style="list-style-type: none">the source refers to 'asymmetric devolution'. This is evidenced by the data, which shows clear evidence of under-representation in England and over-representation in Northern Ireland – this links with the West Lothian questiondevolution in general moves power to the people, giving them more 'authority to propose local solutions', this connects to the ideas discussed when studying democracy and participation, and liberalismthere is strong regional identity in various un-devolved parts of the UK such as Yorkshire or Cornwall, as well as some city regions such as Manchester and BirminghamWilson argues that giving greater power to English local authorities would be an effective way of achieving devolution in England. <p>Disagreement</p> <ul style="list-style-type: none">lack of demand, partly based on the relative weakness of regional identities in many areas of England shown in the 'rejection' of regional devolution, for example, in the North EastEnglish devolution would inevitably exacerbate not reduce the asymmetry of devolved powers referred to in the sourcethere is a lack of agreement on what English devolution would look like in practice, which is implied by the different solutions discussed in the sourcelocal councils are not equipped to handle extensive powers and the proposal could be seen as predominantly an exercise in cost cutting. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none">asymmetric devolution, evidenced by the West Lothian question is seen as challenging the legitimacy of Scottish, Welsh and Northern Irish MPs having a say in English affairs, and English devolution would reduce or remove this (AO2), therefore this strengthens the case for only English MPs having a say in their own country's affairs, as it would lead to a fairer system of government (AO3)the statistical part of the source demonstrates that devolution could correct the democratic deficit in England, where people are relatively under-represented (AO2), thus it would seem that this supports a case for greater devolution and there is a clear evidence based on lack of representation in |

England (AO3).

| Question number | Indicative content |
|-----------------|---|
| 1(a) (contd) | <ul style="list-style-type: none"> the source is a report from a cross-party committee with a particular focus on constitutional reform, which arguably gives its views strong weight (AO2), if, therefore, there is strong support from experts across parties then this would support the view that devolution could be extended and that it would be a successful move and gain parliamentary support (AO3) Wilson's suggestion is a good compromise between allowing for more devolution whilst avoiding the problem of an English Parliament which would dominate the UK political system (AO2), this is a more pragmatic and realistic way of achieving English devolution by using and evolving the existing political system in local government (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> contrary to the argument in the source, devolution was rejected due to the English not wanting devolution because they lack of regional identity (AO2), this goes against the view that further devolution is needed and shows that it would not gain enough support and is, therefore, not worth undertaking (AO3) the potential dominance of England over the rest of the UK, if there is an English Parliament, particularly given the population imbalance highlighted in the statistical data, could threaten the existing consensus on devolution, which could, in turn, lead to the destabilising of the current system (AO2), so therefore further devolution would be a negative thing to happen in terms of the current UK constitutional settlement and should not be taken forward by the government (AO3) the source's view on why regional devolution in England failed could be seen as politically biased, since it is not universally accepted that it was due to a lack of power, as opposed to just lack of demand, but it was still a failure (AO2), so therefore further devolution could not be seen as a sensible thing to undertake, as it is fundamentally flawed and lacks any basis for success (AO3) the source does not give a clear justification for supporting one model of English devolution – to existing councils – over another and therefore is arguably not evidence based (AO2), thus this lack of clarity supports the view that further devolution is problematic and should not be taken forward (AO3). <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> undertake any comparative analysis of the source and/or <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source.</p> <p>Accept any other valid responses.</p> |

In AO2 and AO3 political information means source.

| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |

| Level | Mark | Descriptor |
|---------|-------|--|
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

| Question number | Indicative content |
|-----------------|--|
| 1(b) | <p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their comparative analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing comparative analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that constitutional reforms in the UK since 1997 have been weak, incomplete and require further change:</p> <p>Agreement</p> <ul style="list-style-type: none"> House of Lords reform reduced the number of hereditary peers but no peers are publically elected: it could be extended to remove all hereditary peers and create a wholly or mostly elected second chamber. the Human Rights Act is currently un-entrenched and cannot be used to strike down statute laws: it could be strengthened to further limit the power of Parliament and the UK government there is no UK Bill of Rights: which sets out the rights to be protected and enforced, only the Human Rights Act does this (which is not entrenched) the source leads to the view that devolution is currently uneven throughout the UK and does not include England, it could be strengthened in the currently devolved areas and/or extended to England to create a more federal UK <p>Disagreement</p> <ul style="list-style-type: none"> House of Lords reform retained the traditional role of the House of Lords while removing the hereditary element. the source shows that the Human Rights Act clarifies the rights of citizens and allows for declarations of incompatibility an entrenched Bill of Rights is not necessary as the UK has managed without one for a long period of time – the Human Rights Act provides sufficient protection devolution has distributed substantial powers to those areas where there was demand <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> the lack of election to the House of Lords limits the amount of democracy in the UK in comparison to other modern political systems, while the lack of universal electoral reform contributes to the same democratic deficit (AO2), this therefore promotes the need for further stronger reform as this is an updated institution that does not represent 21st-century society adequately (AO3) the Human Rights Act does little to limit parliamentary sovereignty, and therefore by extension, government control. This connects to the liberal doctrine of the separation of powers, under which a strong division of control would be preferable (AO2), thus a strong division of control promotes the view that further reform is needed in order to curb parliament as it is better to have a mechanism to control power (AO3) the lack of entrenchment makes the executive too powerful in that they can remove all protection for human rights through an ordinary Act of Parliament (AO2), this demonstrates that little has changed in terms of parliamentary sovereignty and the degree of government control, so that |

further reform is needed (AO3)

| Question number | Indicative content |
|------------------|---|
| 1(b) (contd.) | <ul style="list-style-type: none"> devolution has created imbalance and unfairness for some citizens by granting more control of local affairs to others, which cannot reasonably be justified (AO2), this therefore supports the view for further reform as the current system is unfair and the country needs reform in order to be properly and equitably represented (AO3) <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> constitutional reform has gone as far as people want it to and has struck a balance between tradition and modernisation – demonstrated, for example, by the public rejection of the Alternative Vote. This connects to the concept of direct democracy for constitutional reform (AO2), thus to push for stronger or more reform would go against public opinion, meaning that the balance achieved already would be lost and this would cause problems for the country (AO3) the Human Rights Act strikes a balance between parliamentary sovereignty and individual rights, which could both be seen as key aspects of the British Constitution (AO2), this consequently supports the view that further reform may not necessarily be needed and that strong reforms are not required, as this balance needs to be maintained (AO3) a Bill of Rights goes against the traditional evolutionary nature of the British Constitution (AO2), this is why Britain has proved more stable than other countries with a written Bill of Rights (AO3) the sources lead to the fact that devolution, including the different electoral systems, has been appropriate to the needs of different parts of the UK, which is preferable to a 'one size fits all' system (AO2), therefore calling for such an approach is not suitable while the current reforms are appropriate and have worked (AO3). <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> undertake any comparative analysis of the source and/or <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source.</p> <p>Accept any other valid responses.</p> |

| In AO2 and AO3 political information means source. | | |
|--|-------|---|
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |

| Level | Mark | Descriptor |
|---------|-------|--|
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

SECTION A: POLITICAL PARTICIPATION

Answer ONE question from EITHER Question 1(a) on page 2 OR Question 1(b) on page 3 and then answer ONE question from EITHER Question 2(a) OR Question 2(b) on page 10.

EITHER

- 1** (a) *The source below considers the factors which deliver success for political parties in general elections. It reflects on whether the outcomes of general elections are predictable or whether the electorate can spring surprises, making the results more volatile.*

Some people claim that success in a general election for a political party depends on stable and predictable forces. Few seats change hands in a general election and voting patterns are predictable and constant. In studies of voting behaviour factors such as an individual's class and family background combined with the area in which they live all merge together to provide a clear indication of the way an individual will vote. On this basis, opinion polls accurately indicate the outcomes of a general election. When many people are asked, they readily identify with both a specific class and endorse the policies of a major political party. The dice is loaded from the start and outcomes of general elections are all too predictable and fixed.

However, many now doubt the idea of predictability and the assumptions on which it is based. Instead of predictability they infer unpredictability and volatility with an inability to forecast accurately the outcome of how the public will vote. In fact in 2015, 111 seats changed hands and in 2017, 70. General elections and success in them is built around capturing ideas and having media support. What the political parties say in new policies and their manifestos matters greatly. Opinion polls, as the general election in 2017 showed, are no longer good indicators of the outcome. If anything, the 2017 general election illustrated the importance of age and education as indicators of how people vote. The media can make and break a political party. Riding the wave of media attacks, a political party must have a good leader who can weather any storm and connect with the masses. This is what Blair and Thatcher did and was the basis of their success. Policies and leaders are the crucial factors and, as such, they are the leading indicators for success at the polls.

Using the source, evaluate the view that the outcomes of general elections are stable and predictable.

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

Do not answer Question 1(b) if you have answered Question 1(a).

OR

- 1** (b) *This source is adapted from a Hansard report of a debate in the House of Commons held in October 2017. More than 100,000 people had signed a petition calling for the introduction of proportional representation for elections to the Westminster parliament. Here are extracts from the speeches made by Steve Double MP (Conservative Party) and Caroline Lucas MP (Green Party).*

Steve Double MP

Proportional representation will damage democracy by putting more power into the hands of parties. First-past-the-post (FPTP) invariably delivers strong and stable government. Votes are not wasted for we have seen turnout increase in recent times. It is clear and easy to understand. In addition it prevents extremist parties from gaining seats. There is a direct link between the MP and their constituency. The FPTP system enables us to exchange our strongly, passionately held views in the House of Commons. My party is committed to FPTP as the best system for this country.

Caroline Lucas MP

FPTP is damaging the legitimacy of our system of governance. A winner-takes-all approach to elections promotes adversarial politics. It encourages each of the major parties to seek to defeat their opposition completely, negating the need for post-election cooperation. Policy is likely to change dramatically when governments change. Countries with proportional representation (PR) systems outperform those with FPTP systems; PR would be likely to encourage more people to vote. It is very hard to persuade people to vote when they live in so-called 'safe seats'. We would also improve the chances of electing a parliament that better reflects modern Britain.

(Sourced from: Crown Copyright)

Using the source, evaluate the view that proportional representation would improve elections to the House of Commons.

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

Mark Scheme

| Guidelines for Marking Source Question |
|--|
| <p>AO1 (10 marks)</p> <p>Marks here relate to knowledge and understanding.</p> <p>When the rubric on the exam paper states that candidates must 'analyse and evaluate only the information presented in the source' it means that candidates should only use points referenced in the source to develop AO2 & AO3.</p> <p>Newly introduced points cannot form the basis for AO2 and AO3 marks.</p> |
| <p>AO2 (10 marks)</p> <p>Candidates should focus their comparison on analysing the different opinions in the source. They should look at the different views that arise from the source and show how these lay the foundations for a judgement.</p> |
| <p>AO3 (10 marks)</p> <p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments based on the source and they should reach a reasoned verdict which comes down on one side throughout their response.</p> |
| <p>Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source</p> <p>Candidates must consider both views in their answers in a balanced way.</p> <p>Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>The judgement a candidate reaches about these views should be reflected throughout their response.</p> <p>Other valid responses are acceptable</p> |

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|-----------------|---|--|--|
| 1(a) | <p>Agreement</p> <ul style="list-style-type: none"> Few seats change hands in a general election Class & region are major determinants of voting behaviour Opinion polls are accurate predictors of voting behaviour Voting behaviour indicates party alignment <p>Disagreement</p> <ul style="list-style-type: none"> The pattern of few seats changing hands is no longer applicable People's votes are now influenced by party policies and issues Opinion polls are no longer a reliable indicator of how people vote. | <p>Agreement</p> <ul style="list-style-type: none"> It has been the pattern since the post war period that there are an enormous number of 'safe seats' This means that a person's class and region are crucial in how they vote Opinion polls shows stability in voting patterns This means that not only does a person identify with a class this alignment is further enforced when a person identifies themselves with a particular party working in their interests <p>Disagreement</p> <ul style="list-style-type: none"> This means that there is increased voter volatility and greater 'swings' or changes in voter preferences This means that voting is 'instrumental' implying that voters are all independent agents who make up their mind on what is to their rational benefit This has been evident in recent elections showing voter volatility Age and education have become better indicators of how people will vote, overtaking class and party loyalty | <p>Agreement</p> <ul style="list-style-type: none"> Therefore, we can conclude that general elections are won and lost in the few marginal seats One can conclude that class & regional voting leads to predictability and stability in in general election outcomes We can conclude that the historic accuracy of opinion polls shows stability and predictability in General elections. We can conclude that elections are predictable as political parties can rely on vast swathes of the electorate to vote for them <p>Disagreement</p> <ul style="list-style-type: none"> We can conclude that far from being predictable and stable it is no longer possible to predict vast swathes of 'safe seats' thus general elections outcomes are volatile Thus, we can conclude that party and class alignment are not reliable as people now vote more out of self-interest We can conclude that inaccuracies in opinion poll predictions shows that elections are not predictable or stable. We can reach the verdict that, the basis of predicting voting behaviour has many changing |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> Age and education have also been factors recently It is leaders and the media who shape the way people vote | <ul style="list-style-type: none"> In recent years there has been more emphasis on the style and brand of parties. This means that a greater sense of importance is attached to these factors | <p>various, leading to instability in electoral outcomes</p> <ul style="list-style-type: none"> We can conclude that predictability is therefore no longer assured and constant and the switching of voter allegiance means that the fight for people's votes is more intense and on a different playing field than in the past |
| | <p>Own knowledge not in the source which may be considered as AO1 include:</p> <p>Agreement:</p> <ul style="list-style-type: none"> A person's ethnicity is important and provides stability Religion can play an important part in predicting voting behaviour Voters in the main remain loyal to the incumbent government and as such vote to keep with the status quo <p>Against the premise:</p> <ul style="list-style-type: none"> The increased use of referendums has impacted on voter choice in elections Rising 'other' parties distort voting patterns and create volatility | <p>NO AO2 is rewarded if linked to new material from Own Knowledge</p> | <p>No AO3 is rewarded if linked to new material from Own Knowledge</p> |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Political events interfere with outcomes and create volatility | | |
|--|--|--|--|

| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1). Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). |

| | |
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| | <ul style="list-style-type: none"> Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |
|--|---|

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|-----------------|---|---|---|
| 1(b) | <p>Agreement</p> <ul style="list-style-type: none"> FPTP damages legitimacy and discourages turnout because of wasted vote FPTP breeds adversarial politics and negates the need for compromise FPTP leads to a 'winner takes all' approach which delivers extremes of policy changes which damages the country PR would encourage more people to vote and improve the chances of a more reflective Parliament. <p>Disagreement</p> <ul style="list-style-type: none"> PR would hand excessive power to parties FPTP delivers strong and stable government FPTP provides for a good MP-constituency link FPTP is clear and easy to understand and it keeps out extremists | <p>Agreement</p> <ul style="list-style-type: none"> Governments and MPs gain election with less than 50% of the vote and thus exercise majority power on a minority vote The Westminster Parliament is built on adversarial politics with a binary view of issues and causes Incoming governments are driven by changing their predecessors work and setting off in constantly new directions. FPP does not treat all votes as equal and deters many from voting, especially those who support minor parties <p>Disagreement</p> <ul style="list-style-type: none"> This is because deals are made between parties after the election which can be undemocratic, leaders also control the order of the lists in some forms of PR For decades with only a few minor blips FPTP has served the nation well in delivering single party stable governments This is because constituency sizes are relatively small enabling constituents to have clear access to their representation Few spoiled ballots show the clarity surrounding FPTP and it has an impressive record of preventing extremist parties gaining seats | <p>Agreement</p> <ul style="list-style-type: none"> We can conclude that FPTP lacks a democratic mandate We can reach a verdict that FPTP undermines consensus reducing the effectiveness of elections We can reach a judgement that a strong economy and stable society require PR to provide the framework for this We can conclude that Multi party politics does not equate with FPTP – a multicultural society is not served well by FPP <p>Disagreement</p> <ul style="list-style-type: none"> We can conclude that PR would not improve elections as it would take power away from the people to parties We can reach a judgement that FPTP enhances election as Governments are able to carry out their manifesto held accountable at the next GE We can conclude that having good access to your representative is a crucial factor in a representative democracy We can reach a verdict that more damage can be done to democracy by extremists parties if FPTP was to go |

| | | | |
|--|---|---|---|
| | <p>Own knowledge not in the source which may be considered as AO1 include</p> <p>For the premise:</p> <ul style="list-style-type: none"> People need to be educated about the damage FPTP does and the benefits of PR The ERS champions STV and condemns FPTP PR has already been introduced to the UK with little disruption. <p>Against the premise:</p> <ul style="list-style-type: none"> Changing FPTP was rejected in a referendum FPTP delivers a quick result PR has not increased turnout in other elections in the UK compared to FPTP | <p>NO AO2 is rewarded if linked to new material from Own Knowledge</p> | <p>No AO3 is rewarded if linked to new material from Own Knowledge</p> |
|--|---|---|---|

| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

9PL0: UK Politics & Government: Source Evaluation
Paper 9PL0 02, Section A: UK Government
June 2019 Materials

SECTION A: UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) OR Question 1(b) and then answer ONE question from EITHER Question 2(a) OR Question 2(b).

EITHER

- 1** (a) *This source has been adapted from the House of Lords Select Committee on the Constitution report entitled 'The Union and devolution', published in 2016. This report considered the effect of devolution on the United Kingdom and the Union.*

England, Northern Ireland, Scotland and Wales are stronger united than apart. Yet today, the Union is threatened by continuing demands for independence and also the tensions and inequalities created as policies diverge between devolved bodies – over health, education or tax, for example.

Power has been devolved in an uneven way: a power-sharing executive, a national assembly or parliament, a combined authority, or English Votes for English Laws. The cumulative impact of devolution on the unity of the United Kingdom has not been properly considered. The benefits of unity and the Union have been taken for granted. A coherent vision for the shape and structure of the United Kingdom is required, without which there cannot be constitutional stability.

On the other hand, devolution has been achieved without undermining our unitary state and without the need for federalism or codification of our constitution. The four nations are 'stronger together', in a relationship of clear mutual respect. Although nationalism remains strong in the devolved nations, devolution has satisfied some demands for self-government, avoiding a break-up of the union. Policy divergences reflect local democracy and identities, while maintaining the integrity of the United Kingdom.

(Source: adapted from <https://publications.parliament.uk/pa/ld201516/ldselect/ldconst/149/149.pdf>)

Using the source, evaluate the view that devolution is in danger of undermining the unity of the United Kingdom.

(30)

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

Do not answer Question 1(b) if you have answered Question 1(a).

OR

- (b) *This source is adapted from the House of Commons Political and Constitutional Reform Committee report entitled the 'Role and powers of the Prime Minister' published in 2014. This examines whether there is adequate public understanding and clarity about the Prime Minister's role and powers, and whether the checks and balances on those powers are sufficient.*

Prime Ministers have significant powers of patronage such as appointing ministers. They set the Cabinet agenda and are able to control the Cabinet - including deciding who chairs the most important Cabinet committees. If a Prime Minister is an electoral asset, they are fairly secure in office and, as long as they have the support of their closest allies in Cabinet and a large Commons majority, they face very few limits to their power.

However, Prime Ministers cannot appoint whoever they want to Cabinet. They must reflect the balance of party opinion and appoint the 'big beasts', as it's better to have them 'inside the tent rather than outside'. Theresa May had to retain a balance of 'Brexiteers' and 'Remainers' in her Cabinet, reflecting Conservative Party divisions.

Prime Ministers can be brought down by their party. Tony Blair was arguably forced to resign. Margaret Thatcher resigned after losing the support of her Cabinet, when her 'Poll Tax' was rejected by the public. Prime Ministers with small majorities, or no majority, cannot take Parliament for granted. Theresa May avoided votes in Parliament which she expected to lose and the Commons prevented Cameron from going to war over Syria.

(Source: adapted from <https://publications.parliament.uk/pa/cm201415/cmselect/cmpolcon/351/351.pdf>)

Using the source, evaluate the view that Prime Ministers have too much power.

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

Mark Scheme

| Guidelines for Marking Source Question |
|--|
| AO1 (10 marks) Marks here relate to knowledge and understanding. They can be awarded for using the source and developing separate own knowledge. When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source. Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks. |
| AO2 (10 marks) Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions. |
| AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They should be able to make and form judgments based on the source and they should reach reasoned conclusion. |
| Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source |
| Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion. Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2. Other valid responses are acceptable |

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|-----------------|--|--|--|
| 1(a) | <p>Agreement</p> <p>The nations of the UK are stronger when united as one in a Union.</p> <p>There has been increasing policy divergence as a result of devolution, creating tension and inequality.</p> <p>Power has been devolved asymmetrically – and it is uneven and unbalanced</p> <p>The benefits of the Union have been taken for granted, we have to think carefully for future stability and constitutional moves</p> | <p>Agreement</p> <p>The UK has and continues to be a vibrant and prosperous union. There are differences but these act to provide unity, stability and prosperity.</p> <p>This may mean that in different parts of one state – the UK - we have different policies over issues that are important such as health and education.</p> <p>All the regions where power has been devolved have different powers, scope and formats.</p> <p>Analysis leads us to consider that we have embarked on constitutional change without a holistic plan. There is no 'joined up' thinking or vision and end goal</p> | <p>Agreement</p> <p>We can conclude that there is far more to lose if we break up the union. The union gives us strength as a collective unit</p> <p>We can reach a verdict that life chances and opportunities within the state should not have vastly different outcomes, this is basically unfair in a unitary state.</p> <p>We can form a judgement that this uneven distribution of power has had a backlash. In Wales and then Scotland more power was demanded and given. English backlash brought about EVEL. If you treat one unitary country with different rewards you can expect a backlash.</p> <p>We can conclude that devolution is leading at least to constitutional instability at worst it is setting on the path to the breakup of the UK</p> |

| | | | |
|--|---|---|---|
| | <p>Disagreement</p> <p>The process of devolution has run smoothly</p> <p>The outcome of the changes is curtailed nationalism and a stronger UK</p> <p>The demand for self- government in regions has ended</p> <p>Policy divergence has strengthened local democracy and identity.</p> | <p>Disagreement</p> <p>Major constitutional change has been achieved and the UK remains a unitary state, uncodified and not federal</p> <p>Analysis shows that the devolution has actually created more mutual respect and tolerance in the nations of the UK</p> <p>The Scottish Independence referendum in 2014 showed that Scotland wished to remain part of the UK. The Good Friday/Belfast Agreement had vast popular support</p> <p>It is clear to see that policy divergence has actually met national aspirations and feelings. As in education and health</p> | <p>Disagreement</p> <p>We can conclude that the changes that were introduced have considerable legitimacy as they came in via referendum and are thus democratic</p> <p>It is logical to form a judgement that devolution was the correct path for the UK to embark upon</p> <p>We can reach a verdict that if changes were not extended to the regions it would have caused major divisions which could have led to the breakup of the UK, devolution has saved the Union</p> <p>Far from being badly thought out policy options there have been changes in which England has followed or been influence by– such charges for carrier bags (Wales) or changes to care charges (Scotland)</p> <p>.</p> |
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| | <p>Own knowledge not in the source which may be considered as AO1 include Agreement:</p> <ul style="list-style-type: none"> • Devolution was essentially a New Labour project • Devolution has been/is very costly • If it were possible the Conservative Party would reverse devolution. <p>Disagreement:</p> <ul style="list-style-type: none"> • Devolution was introduced with vast support • Devolution has created peace and unity in Northern Ireland • We now need further steps in devolution to England and the regions | NO AO2 is rewarded if linked to new material from Own Knowledge | No AO3 is rewarded if linked to new material from Own Knowledge |
|--|---|--|--|

| Level | Mark | Descriptor |
|---------|-------|--|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1). |

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| | <ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |
|--|--|

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|-----------------|--|--|---|
| 1(b) | <p>Agreement</p> <p>Prime ministers have huge powers of patronage.</p> <p>The PMs power over the Cabinet is immense</p> <p>If a clear and tight bond is formed with senior allies in the Cabinet the PM is untouchable</p> <p>Prime ministers with large Commons majorities have few limits on their power.</p> | <p>Agreement</p> <p>Prime ministers can appoint people to a vast range of posts and offices – from Government to Chairs of Public Inquiries</p> <p>Not only does the PM decide who is in the Cabinet s/he also decides their seniority and what is discussed in Cabinet</p> <p>When a PM has no serious rival inside the Cabinet this gives a real security of tenure. The Blair/Brown union, the Major/Heseltine union the Cameron/Osborne union</p> <p>If a prime minister has a large Commons majority they are unlikely to lose votes and therefore they are able to pursue their legislative agenda.</p> | <p>Agreement</p> <p>We can conclude that this power of patronage creates a subservience in others who wish to be rewarded out of the PMs gift</p> <p>We can reach a verdict that the power over political life in the UK is immense with the PM controlling a subservient Cabinet</p> <p>We can conclude that PM power is untouchable if a small cabal of senior ministers stand firm behind the PM and that trouble emerges when splits appear</p> <p>We can reach a verdict that prime ministers with large majorities can dominate parliament and thereby the political landscape</p> |

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| | <p>Prime ministers who are electoral assets face few limits on their power.</p> <p>Disagreement</p> <p>Prime ministers have limits on who they appoint to cabinet.</p> <p>A PM has to have balance in the Cabinet</p> <p>Prime ministers can be brought down by the cabinet.</p> <p>Prime ministers are limited by Parliament</p> <p>Prime ministers are limited by their party</p> | <p>If Prime ministers are popular with the public they are likely to be re-elected and they are less likely to face challenges.</p> <p>Disagreement</p> <p>In practice prime ministers do not have unlimited choice of who to appoint to cabinet. For instance, they need to have the 'big beasts' in cabinet. Thatcher had to have her 'wets' Blair had to see that Old Labour was present and a Coalition PM has vast restrictions</p> <p>Balance has to be made across several fronts. Remain and Brexiteers, gender and regional balance, various wings of the party etc</p> <p>A cabinet can and does exert its authority, limiting the PMs life and agenda</p> <p>If the PM does not have a large majority (or even a minority) of MPs on their side their legislative power is restricted</p> <p>PMs lose power bases within their parties such a fate fell both to Blair and May</p> | <p>We can reach a verdict that Prime ministers who are electoral assets have immense power and influence</p> <p>Disagreement</p> <p>We can conclude that since prime ministers do not have a free reign of who to hire and fire, there are clear limits to their powers of patronage and therefore they do not have too much power.</p> <p>We can reach a verdict that a PM has many interest groups to please when she presents the government to the people</p> <p>We can form a judgement that if a cabinet unites against a PM then that PM is doomed – as was Thatcher and May</p> <p>We can conclude that without Parliament on their side the PM is really limited as with May over Brexit and Cameron over Syria</p> <p>We can form a judgement that a PM will be replaced if the party is not behind them</p> |
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| | <p>Own knowledge not in the source which may be considered as AO1 include Agreement:</p> <ul style="list-style-type: none"> Media support makes PM power increase A strong PM in foreign affairs makes a PM untouchable – such as sending troops to war Opinion polls if in favour of the PM secure their position <p>Disagreement:</p> <ul style="list-style-type: none"> The media has the potential to undermine a PM A PM who is out of touch with public opinion is doomed Failure to stand up for the UK abroad undermines PM power | NO AO2 is rewarded if linked to new material from Own Knowledge | No AO3 is rewarded if linked to new material from Own Knowledge |
|--|---|--|--|

| Level | Mark | Descriptor |
|---------|-------|--|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1). Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1). Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1). Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1). Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1). |

| | | |
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| | | <ul style="list-style-type: none"> Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |
|--|--|--|

9PL0: UK Politics & Government: Source Evaluation
Paper 9PL0 01, Section A: Political Participation
Autumn 2020 materials

SECTION A: POLITICAL PARTICIPATION

Answer ONE question from EITHER Question 1(a) on page 2 OR

Question 1(b) on page 3 and then answer ONE question from EITHER
Question 2(a) OR Question 2(b) on page 10.

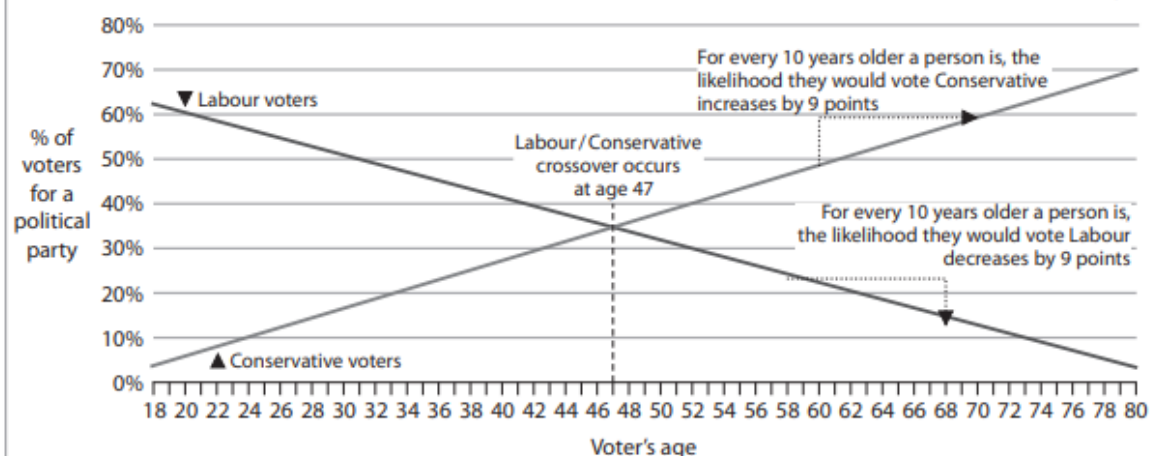
EITHER

- 1 (a) *This source is adapted from the YouGov website, which analysed the 2017 General Election: its findings covered a range of topics that influenced the electorate. It attempts to understand the reasons why people voted for a particular political party.*

Source 1

YouGov found that newspaper readership was a strong predictor of voting patterns. 73% of Guardian readers voted Labour, while 79% of Telegraph readers voted Conservative. The media is now a vital factor in determining how people vote. Age has also become a significant element, as recent governments have treated older people more favourably than the young.

Likelihood of British adults to vote Conservative or Labour in the 2017 General Election by age



However a person's employment and the work they do are also important. The Conservatives led Labour by 11 points among people working in the private sector, while Labour was 10 points ahead of the Conservatives among public sector workers. A person's social class has considerable influence over how they will vote, as does the region in which a person lives. Labour is no longer as dominant in Scotland as the Conservatives are in Southern England outside London.

Using Source 1, evaluate the view that a person's age and the media have now replaced social class and region as clear indicators of voting behaviour.

In your response you must:

- compare and contrast different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

Do not answer Question 1(b) if you have answered Question 1(a).

OR

- 1** (b) *This source shows information published by the House of Commons on the income and membership of political parties in Great Britain. The source then reflects on the significance of this data and questions its implications.*

Source 2

Central party income and membership in Great Britain (as reported in 2018)

| Party | Income | Membership |
|----------------------------------|---------------|-------------------|
| Labour Party | £55,793,000 | 540,000 |
| Conservative and Unionist Party | £45,947,000 | 124,000 |
| Liberal Democrats | £9,710,000 | 99,200 |
| Scottish National Party (SNP) | £5,800,000 | 125,000 |
| Green Party | £2,472,000 | 39,400 |
| UK Independence Party (UKIP) | £1,739,000 | 23,600 |
| Plaid Cymru - The Party of Wales | £1,262,000 | 8,000 |

- There are big differences between the incomes of different political parties and where they source their funds.
- This creates a fear that a 'rich' party can 'buy' an election because other parties lack the funds to make their case effectively. Often parties' income and their donors are unknown until after a general election.
- The income patterns of political parties are changing – for example, membership fees have now substantially replaced trade union donations as Labour's main source of funding: whereas the Conservative Party continues to rely heavily on private donations.
- State funding, in which each candidate's election campaign is funded by the state, might marginally increase the taxes people pay; but it would make general elections a contest between equals.

Using Source 2, evaluate the view that state funding of political parties would be preferable to a situation in which a party can win a general election because it has more members and income than other parties.

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

Mark Scheme

| Guidelines for Marking Source Question |
|---|
| AO1 (10 marks) Marks here relate to knowledge and understanding. They can be awarded for using the source and developing separate own knowledge. When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source. Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks. |
| AO2 (10 marks) Candidates should focus their comparison on analysing the different opinions in the source. They should look at the different views that arise from the source and show how these lay the foundations for a judgement. |
| AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the arguments. They should be able to make and form judgments based on the source and they should reach reasoned verdict which comes down on one side throughout their response. |
| Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source |
| Candidates must consider both views in their answers in a balanced way. Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2. The judgement a candidate reaches about these views should be reflected throughout their response. Other valid responses are acceptable |

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|-----------------|--|--|--|
| 1(a) | <p>Candidates may demonstrate the following knowledge and understanding that age is the most important factor in deciding how a person will vote. (AO1)</p> <p>Agreement</p> <ul style="list-style-type: none"> On the graph, age shows a consistent pattern in how people vote. Age has replaced class and region as the clear indicator of voting intentions The as the source mentions, according to YouGov, media is a major factor in indicating how a person will vote | <p>Candidates may refer to the following analytical points in support of the premise (AO2)</p> <p>Agreement</p> <ul style="list-style-type: none"> As a person ages they become more inclined to vote Conservative and the younger they are more inclined to vote Labour Class and partisan dealignment has brought about this change and renders class and region now an uncertain guide to voting patterns The newspapers may have declined in readership but are still influential as are other forms of social media | <p>Candidates may refer to the following evaluative points to support the premise (AO3)</p> <p>Agreement</p> <ul style="list-style-type: none"> Given the clear correlation we can conclude that age is the deciding factor in how people will cast their vote We can reach a verdict that as we progress through time there are fluctuating variables which better explain voting patterns The media, including social media are decisive factors in how people vote. Newspaper choice may reflect the reader's views rather than altering it |
| | <p>Candidates may demonstrate the following knowledge and understanding age is not the most important factor in determining how people will vote (AO1)</p> <p>Disagreement</p> <ul style="list-style-type: none"> The importance of age must also take turnout into consideration. | <p>Candidates may refer to the following analytical points against the premise (AO2)</p> <p>Disagreement</p> <ul style="list-style-type: none"> Turnout for the younger age bracket is far less than for the older age bracket | <p>Candidates may refer to the following evaluative points against the premise (AO3)</p> <p>Disagreement</p> |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> A person's class and where they live is an important indicator of how they vote. The work a person does, whether private or public sector is also an important indicator of how they vote | <ul style="list-style-type: none"> We can see the establishment of safe seats and political heartlands which make more impact. This may link to class alignment A person may be motivated by the care and concern of others in a public agency such as the NHS. | <ul style="list-style-type: none"> We can conclude that age by itself is an insufficient guide to how people vote. We can conclude that class and region are far more important than age Hence a person's employment background indicates decisively how people vote |
| | <p>Own knowledge not in the source which may be considered as AO1 include:</p> <p>For the premise:</p> <ul style="list-style-type: none"> Age is more important than educational background Age is more important than gender as an indicator of how people will vote Age also ties in with issues if we compare the vote to leave or remain in the EU <p>Against the premise:</p> <ul style="list-style-type: none"> Issues are more important in deciding how people will vote The charisma of a leader may (or may not) be more important than other factors Events make more difference than anything in how people will vote | <p>NO AO2 is rewarded if linked to new material from Own Knowledge</p> | <p>No AO3 is rewarded if linked to new material from own Knowledge</p> |

| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|-----------------|---|--|--|
| 1(b) | <p>Candidates may demonstrate the following knowledge and understanding (AO1) supporting the view that state funding should be introduced</p> <p>Agreement</p> <ul style="list-style-type: none"> • The source shows big differences between the income of the top two parties and the rest. State funding would provide a base of fairness in a open market forum • The current system lacks transparency, as the source says that details of donations arising after the election has taken place • As the source argues, the increase to taxes would only be very slight for state funding to be established | <p>Candidates may refer to the following analytical points supporting the view (AO2)</p> <p>Agreement</p> <ul style="list-style-type: none"> • This would fund parties on a more equal basis and encourage politicians to concentrate on their voters not donors. The SNP who contest only 10% of the seats have a disproportionate income stream. • Private donations may mean that certain sectors of society or rich individuals can have a disproportionate influence on the elections, which is largely hidden from the electorate. • The UK could afford this amount to ensure corruption is avoided | <p>Candidates may refer to the following evaluative (AO3) points supporting the view</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can conclude that state funding is preferable to some parties doing better because they can raise more money • The view that political parties can be bought distorts and undermines the democratic process • We can reach the verdict that establishing a fair democracy is a price well worth paying |
| | <p>Candidates may demonstrate the following knowledge and understanding (AO1) rejecting the view that state funding of political parties should not be introduced</p> <p>Disagreement</p> | <p>Candidates may refer to the following analytical points (AO2) rejecting the view</p> <p>Disagreement</p> <ul style="list-style-type: none"> • The two main parties are funded in proportion to their popularity in the polls. | <p>Candidates may refer to the following evaluative points (AO3) rejecting the view</p> <p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that the current system works and change to state funding would be unpopular. |

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| | <ul style="list-style-type: none"> The source shows that state funding is not necessary as the current system works. The source shows that the Labour Party model, high membership leading to high income, is an excellent model for a democracy The source suggests that state funding is not necessary as it is possible to be electorally successful without high levels of funding | <ul style="list-style-type: none"> By encouraging people to join a party by charging lower membership fees, democracy can be reinvigorated, without state funding. Political parties with limited funding have made a major difference to UK politics such as UKIP and the Green Party. | <ul style="list-style-type: none"> We can conclude that raising funds via increased membership and political momentum is preferable to state funding. Success in elections we can conclude is not just about money but talent and capturing the public's mood. We can make a judgement that income does not mean votes are bought but that supporters contribute because they agree with the political party |
| | <p>Own knowledge not in the source which may be considered as AO1 include</p> <p>For the premise:</p> <ul style="list-style-type: none"> State funding works well in other countries State funding will mean the creation of more parties and more choice State funding will mean a class of professional politicians who do not have other roles in society <p>Against the premise:</p> <ul style="list-style-type: none"> It is not the funding system that requires change it is the electoral system Many democracies do not have state funding State funding as with private funding is open to abuse and corruption | NO AO2 is rewarded if linked to new material from Own Knowledge | No AO3 is rewarded if linked to new material from Own Knowledge |

| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1-6 | <ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7-12 | <ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13-18 | <ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19-24 | <ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25-30 | <ul style="list-style-type: none"> Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |

9PL0: UK Politics & Government: Source Evaluation
Paper 9PL0 02, Section A: UK Government
Autumn 2020 materials

SECTION A: UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) OR Question 1(b) and then answer ONE question from EITHER Question 2(a) OR Question 2(b).

EITHER

- 1 (a) *Source 1 considers the changing role of backbench MPs. It was written in 2019 when Theresa May was still the Prime Minister.*

Source 1

In the mid-20th century, most backbenchers loyally did whatever the front benchers told them to do. Party loyalty was all important, and between 1945 and 1970 there were no government defeats due to backbench rebellions. Recently, May's government was defeated more often in the Commons than Cameron's, losing the vote on her 'Brexit' deal in January 2019 by 230 votes, after 118 Conservative MPs rebelled.

Backbenchers are asserting parliament's sovereignty. Whips are weaker and MPs are more willing to defy their party, claiming to 'represent' their constituents instead. Governments avoid defeats by backing down - as May did over additional grammar schools. MPs increasingly use select committees, urgent questions and the Backbench Business Committee to exert their influence.

However, MPs continue to undertake constituency work, holding regular surgeries, representing their geographical area. They debate topical issues of the day. They act on constituents' problems by asking questions, writing to ministers, voting for new legislation where needed and legitimising parliamentary decisions.

Some argue that Brexit is very much a 'one-off', with a deeply divided minority government and a divided opposition. If so, government dominance may soon be restored. Or, alternatively, perhaps things will never be the same again.

Using the source, evaluate the view that the principal role of backbench MPs is now to hold the government to account.

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

Do not answer Question 1(b) if you have answered Question 1(a).

OR

- (b) *Source 2 contains arguments for and against retaining our current constitutional arrangements.*

Source 2

Without entrenchment, it is too easy for a government with a simple majority to make significant constitutional changes which may threaten our fundamental rights. Entrenchment would require a written, codified constitution where constitutional changes would entail special procedures such as a two thirds majority in parliament or a referendum.

Many of the fundamental principles of the UK's political system exist in conventions, which are not enforceable. Significant constitutional reforms were begun by the Blair government but these are incomplete and we lack a comprehensive vision for the structure and rules of the political system. With our hereditary head of state and an appointed second chamber, the UK is out of step with other modern democracies.

However, we are regarded as one of the most democratic countries in the world. The constitution has changed dramatically from an all-powerful monarchy to a constitutional monarchy with parliamentary sovereignty. Much of our uncodified constitution has been written into our laws. Our rights have been respected and updated by politicians and protected by an independent judiciary. The principle of parliamentary sovereignty means that there is no higher 'constitutional law', and that parliament can legislate to respond flexibly to threats, such as terrorism.

Using the source, evaluate the view that the UK's constitution requires major change.

In your response you must:

- *compare and contrast different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

Mark Scheme

| Guidelines for Marking Source Question | |
|---|---|
| AO1 (10 marks) | Marks here relate to knowledge and understanding. |
| | They can be awarded for using the source and developing separate own knowledge. |
| | When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source. Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks. |
| AO2 (10 marks) | Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions. |
| AO3 (10 marks) | Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They should be able to make and form judgments based on the source and they should reach reasoned conclusion. |
| Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source | |
| Candidates must consider both views in their answers in a balanced way. | |
| Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2. | |
| The judgement a candidate reaches about these views should be reflected throughout their response. | |
| Other valid responses are acceptable | |

| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
|---|--|---|---|
| 1(a) Using the source, evaluate the view that the principal role of backbench MPs is now to hold the government to account. | <p>Points from the source for the view</p> <p>May suffered a historic defeat on Brexit.</p> <p>Whips are weaker and MPs are increasingly willing to defy the whip to hold the government to account and force them to back down.</p> <p>There have been significantly more government defeats in the Commons than in the period 1945 to 1970.</p> | <p>Analysis for the view</p> <p>May suffered the largest Commons defeat in modern parliamentary history which shows that backbench MPs see their principal role as holding the government to account.</p> <p>The increasing number of backbench rebellions and cross party amendments shows that backbench MPs see their principal role as holding the government to account.</p> <p>The substantial increase in the number of government defeats in the Commons, especially since 2017, shows that backbench MPs are taking their role in holding the</p> | <p>Conclusions and judgement for the view</p> <p>We can conclude from this that the principal role of backbench MPs is to hold the government to account.</p> <p>We can conclude from the growth in cross party amendments and backbench rebellions that the principal role of backbench MPs is to hold the government to account.</p> <p>We can conclude from the growth in government defeats that the principal role of backbench MPs is to hold the government to account.</p> |

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| | <p>Backbenchers have increasingly use their powers to hold the government to account,</p> <p>Points from the source against the view</p> <p>Brexit is a one-off.</p> <p>Executive dominance will return.</p> <p>Backbench MPs from the governing party tend to support the executive.</p> | <p>government to account more seriously.</p> <p>The Wright reforms have allowed more independently minded MPs to hold the government to account whilst MPs are more willing to use urgent questions.</p> <p>Analysis against the view</p> <p>May's experience is very unusual and temporary, due to her minority government and the deep Conservative party divisions over Brexit.</p> <p>The electoral system is likely to produce future majority governments (as in the 2019 election) in which the role of backbench MPs will be less significant.</p> <p>Backbench MPs from the</p> | <p>We can conclude from the growing use of their powers, that the principal role of backbench MPs is to hold the government to account.</p> <p>Conclusions and judgement against the view</p> <p>We can form a judgement from that is rare for MPs to hold such power and to see their principal role as holding the government to account</p> <p>We can conclude that due to FPTP, the principal role of backbench MPs is not to hold the government to account but it is a role they play alongside voting on new legislation and legitimising parliamentary decisions.</p> |
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| | Backbench MPs have other duties such as representing their constituents. | governing party normally support the manifesto and are kept in line by the whip system and patronage. Holding the government to account is only one function of backbench MPs. They also have a duty to represent their constituents and this is why some of them rebelled over Brexit. | We can conclude from this that the principal role of backbench MPs from the governing party is not to hold the government to account but it is a role they play alongside voting on new legislation and legitimising parliamentary decisions. We can conclude that MPs have multiple roles that they regard as equally valuable and important. |
| | Points based on own knowledge: <ul style="list-style-type: none"> Blair was very rarely defeated in the Commons. Governments can use patronage to discourage backbench MPs of the governing party to rebel. Changes to the select committee system and the introduction of the Liaison Committee have strengthened the role of backbench MPs to hold governments to account. Governments with large majorities | NO AO2 is rewarded if linked to new material from Own Knowledge | No AO3 is rewarded if linked to new material from own knowledge |

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| | <ul style="list-style-type: none"> rarely suffer significant defeats Many MPs are serially loyal to their front benches. The commons still has a weak committee and accountability structure. | | |
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| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). |

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| | | <ul style="list-style-type: none"> Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |
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| Question number | AO1 10 Marks | AO2 10 Marks | AO3 10 Marks |
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| 1(b) Using the source, evaluate the view that the UK's constitution requires major change. | Points from the source for the view It is too easy for a government to make significant constitutional changes. Many principles of the UK's political system exist in only conventions. Blair's constitutional reforms are incomplete. | Analysis for the view Under our uncoded system it is too easy for a government with a majority in the Commons to make significant constitutional changes, including those which affect our fundamental rights. Many of the fundamental principles of the UK's political system exist only in conventions and can be over-ridden. These include parliament's right to vote before taking military action, which May ignored in 2018. The constitutional reforms begun by the Blair government are incomplete. For example, we retain a partially reformed second chamber and the | Conclusions and judgement for the view We can conclude from this that the UK's constitution requires major change, such as codification, since it does not sufficiently limit government power. We can reach a verdict from this that the UK's constitution requires major change.as many key principles are only conventions. We can form a judgement that the incompleteness of the Blair reforms shows that the UK's constitution requires major change. |

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| | The UK is out of step with modern democracies. Points from the source against the view The UK's uncoded constitution has successfully evolved. Much of the UK's constitutional order has been written in to law. | HRA can be repealed by parliament. The UK's system is out of step with other modern democracies, with an appointed rather than elected second chamber, because our system has evolved over a long period of time. Analysis against the view Analysis against this view The UK's uncoded constitution has gradually evolved over a long period of time, adapting and retaining relevant elements that make the system work and protecting our rights. A significant proportion of the UK's constitutional order has been written in to law, such as the HRA and Devolution Acts, and so it is codified to some extent. | We can conclude from the fact that the UK is out of step with other modern democracies that the UK's constitution requires major change. Conclusions and judgement against the view We can reach a verdict that the successful evolution of the UK's uncoded constitution shows that it does not require major change. We can conclude that since much of the UK's constitutional order has been written in to law, this shows that it does not require major |
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| | <p>Rights in the UK are respected by politicians and protected by the judiciary.</p> <p>Parliamentary sovereignty means that parliament can respond flexibly to any situation..</p> | <p>Rights are now a key part of our culture and our political system. Politicians take into account rights in passing law whilst our rights are protected by the independent judiciary with the passage of the HRA and Constitutional Reform Act.</p> <p>The principle of parliamentary sovereignty means that parliament can legislate to respond appropriately to threats, e.g. terrorism, or to changing realities, such as the desire for devolution, more quickly than in countries with rigid and codified systems.</p> | <p>change.</p> <p>We can form a judgement that since the rights are respected and protected that no major constitutional changes are needed.</p> <p>As Parliament is able to respond flexibly to events, we can conclude that it does not require major change.</p> |
| | <p>Points based on own knowledge:</p> <ul style="list-style-type: none"> • Successful changes have already been made, such as devolution, and now is the time to let the constitutional changes settle in. • There is no wide-spread public demand to change our constitution. | <p>No AO2 is rewarded if linked to new material from Own Knowledge</p> | <p>No AO3 is rewarded if linked to new material from Own Knowledge</p> |

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| | <ul style="list-style-type: none"> • Our unelected head of state is popular and provides continuity. • Close referendum results, in Scotland and over the EU, show the need for minimum 'super majorities' to provide consent for major constitutional changes. • Political pressure put on the Supreme Court over e.g. the proroguing of Parliament show the need for a clearer separation of powers. • When 'stress tested' over events such as Brexit, some have argued that our system has shown it is unable to cope. | | |
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| Level | Mark | Descriptor |
|---------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3). |
| Level 2 | 7–12 | <ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3). |
| Level 3 | 13–18 | <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3). |
| Level 4 | 19–24 | <ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3). |
| Level 5 | 25–30 | <ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). |

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| | | <ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3). |
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